

# Providence Public Schools

## 2016-17 Educators' Evaluation Handbook

### Goals and Objectives of Educator Evaluation

The goal of a quality Educator Evaluation is to improve student outcomes by providing Educators with the opportunity to do the following:

- measurably and remarkably improve practice
- work collaboratively and collegially with colleagues and evaluators
- engage in professional development that provides time to share, learn, plan, and reflect
- develop strategies and standards that lead to effective results
- become life-long learners committed to continuous improvement, while learning the skills that cultivate self-reflection and self-assessment
- grow and develop
- measurably improve student outcomes

### Providence Public Schools Educator Evaluation Models

- Teachers: **Providence Public Schools (PPSD) & Rhode Island Innovation Consortium (RIIC) Educator Evaluation Model/Rubric: Danielson Option.**
- Support Professionals: **PPSD/RIIC Support Professional's Evaluation Model/Rubric**
- Building Administrators: **Rhode Island Department of Education Model/Rubric for Evaluation of Building Administrators.**

### Effective Use of this Document

PPSD is the largest district in Rhode Island, with a pool of over 1900 teachers, 100 administrators, and 24,000+ students. To be effective, Evaluators will require sufficient time to engage in and complete evaluations rich with data and evidence that will help them to develop, guide, and/or improve their Educators' practice.

To ensure that Educators are provided sufficient time to demonstrate their best work, demonstrate progress, attain their goals, and impact student achievement at the highest levels, every effort must be made by both Educators and Evaluators to follow the process and timeline with the utmost fidelity. All are urged to must study this handbook copiously and refer to it **regularly** to accomplish the following:

- Understand evaluation expectations and criteria
- Understand respective workflows
- Track milestones, deadlines, and progress towards completion of the process
- Find answers to frequently asked questions
- Find resources to help facilitate a successful and productive evaluation
- Use in conjunction with the appropriate guidebooks for additional and pertinent details during the school year

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# 2016-2017

## Teacher & Support Professionals Evaluation

<b>TEACHERS &amp; SUPPORT PROFESSIONALS EVALUATION WORKFLOW</b>		
<b>ACTIVITY</b>	<b>SUPPORT PROFESSIONAL WORKFLOW</b> <i>(NOTE: Workflow still in production, subject to revision.)</i>	<b>TEACHER (EDUCATOR) WORKFLOW</b>
<b>MILESTONE/EVALUATION CONFERENCES</b>	1-Beginning of Year (BOY) <b>AND</b> 1-Mid Year (MOY) <b>AND</b> 1-End of Year (EOY)	1-Beginning of Year (BOY) <b>AND</b> 1-Mid Year (MOY) <b>AND</b> 1-End of Year (EOY)
<b>OBSERVATIONS/IN-PERSON ASSESSMENTS/ SITE VISITS</b>  <b>&amp;</b>  <b>FEEDBACK</b>	At least 1 In-person Assessment (Evidence may be collected during day to day interactions as well.) Feedback after one In-Person At least 1 Post Conference	1 Lesson Plan 1 Formal Observation At least 2 Informal Observations Feedback after each Obs At least 1 Post Conference
<b>PROFESSIONAL GROWTH GOAL</b>	At least 1	At least 1
<b>STUDENT LEARNING (or OUTCOME) OBJECTIVE</b>	At least 2	At least 2
<b>STUDENT GROWTH RATING</b>	Determined by RIDE	Determined by RIDE
<b>FINAL EFFECTIVENESS RATING</b>	Professional Practice +Professional Growth and Responsibilities + SLO Rating=Final Effectiveness Rating	Professional Practice +Professional Foundations +SLO Rating=Final Effectiveness Rating

# Evaluation Process Quick Reference

*This guide largely reflects the evaluation process for teachers, support professionals and building administrators and should be used as a quick reference. However, all above must refer to this handbook as well as the appropriate guidebooks (i.e. Measures for Student Learning) for specifics regarding their particular evaluation process.*

TEACHER/SUPPORT PROFESSIONAL/BA	EVALUATOR
<b>1.</b> Attend BOY with draft (or idea) of PGG & SLO/SOO. (ALL)	<b>2.</b> Schedule and conduct BOY. Schedule formal observation (in person assessment/site visit).
<b>3.</b> Submit PGG & SLO/SOO in REFLECT.	<b>4.</b> Approve PGG & SLO/SOO.
<b>5.</b> Complete and submit lesson plan IN REFLECT.	<b>6.</b> Review lesson plan and score after formal is completed.
<b>7.</b> Prepare short summary of lesson that will be presented during formal in REFLECT (if the lesson is other than the one which has been submitted for scoring.)	<b>8.</b> Review short summary and conduct formal observation (in person assessment/site visit).
<b>9.</b> After formal observation, complete self-reflection and submit within 24 hours in REFLECT.	<b>10.</b> Score Standard 1, 2, 3, 4.1 and submit/share with Educator.
<b>11.</b> Using the rubric as the reference, gather, align and self-score and submit in REFLECT.	<b>12.</b> Review the Educator's self-scores.
<b>13.</b> Compare Evaluator's scores and evidence against Educator's in REFLECT. Prepare for the post conference.	<b>14.</b> Conduct post conference. Together, determine what the focus will be for the informal observations (in person assessments/site visits) at this time.
<b>15.</b> Work towards continuous improvement based on feedback from Evaluator. Continue to review/monitor progress towards attainment of PGG and SLO/SOO.	<b>16.</b> Conduct informal 1 (in person assessment/site visit). Align and score and share with Educator.
<b>17.</b> Prepare to discuss SLO/PGG progress at MOY. Gather data.	<b>18.</b> Conduct MOY in REFLECT and schedule EOY at this time.
<b>19.</b> Continue to move towards continuous improvement based on feedback from informal 1 (in person assessment/site visit) and MOY. Continue to upload relevant evidence in REFLECT.	<b>20.</b> Conduct informal 2 (in person assessment/site visit). Conduct additional informal observation in person assessment/site visit) if required to gather sufficient evidence.
<b>21.</b> Prepare for EOY. Gather results of PGG, SLO, and evidence for Standard 4 and be prepared to submit at least 48 hours before the EOY.	<b>22.</b> Gather SLO, PGG, Standard 4 data and provide final ratings for each element/component and SLO/SOO. <ul style="list-style-type: none"> <li>● Submit and share final ratings with Educator.</li> <li>● Prepare for EOY-feedback, etc.</li> </ul>
<b>23.</b> Review final ratings and prepare questions for EOY.	<b>24.</b> Conduct EOY-discuss final ratings, make adjustments (if required), discuss strengths and challenges, and provide PL recommendations.

# TEACHER & SUPPORT PROFESSIONALS EVALUATION TIMELINE

*\*Please note that this timeline should be strictly adhered to. However, all parties should be reasonable in accommodating those with extenuating circumstance.*

MONTH	SUPPORT PROFESSIONALS ACTIVITY	TARGET	TEACHER EVALUATION ACTIVITY	TARGET
<b>AUG</b>	<ul style="list-style-type: none"> <li>● Prepare for BOY-                             <ul style="list-style-type: none"> <li>○ Participate in RIDE Online SOO Modules</li> <li>○ Participate in District Summer/Fall Eval Workshops</li> <li>○ Review and analyze 2015/16 SOO/PGG results</li> </ul> </li> <li>○ Participate in PPSD PD and LEARN Online PD</li> <li>○ Develop draft SOO/PGG</li> </ul>	Aug 1-31	<ul style="list-style-type: none"> <li>● Prepare for BOY-                             <ul style="list-style-type: none"> <li>○ Participate in RIDE Online SLO Modules</li> <li>○ Participate in District Summer/Fall Eval Workshops</li> <li>○ Review and analyze 2015/16 SLO/PGG results</li> </ul> </li> <li>○ Participate in PPSD PD and LEARN Online PD</li> <li>○ Develop draft SLO/PGG</li> </ul>	Aug 1-31
Oct-Nov	<ul style="list-style-type: none"> <li>● BOYs and Scheduling of In-Person Assessments</li> <li>● Submission of 1 PGG/2 SOO's                             <ul style="list-style-type: none"> <li>● Approval of PGG/SOO (Semester 1 teachers first)</li> </ul> </li> </ul> <p><b>All Lesson Plans, SLOs/SOOs and PGGs must all be submitted by November 9th</b></p>	Oct3-Nov 9	<ul style="list-style-type: none"> <li>● BOYs and Scheduling of Formal Observations</li> <li>● Submission of 1 PGG/2 SLO's                             <ul style="list-style-type: none"> <li>● Approval of PGG/SLO (Semester 1 teachers first)</li> </ul> </li> <li>● Submission of lesson plans</li> </ul> <p><b>All Lesson Plans, SLOs/SOOs and PGGs must all be submitted by November 9th</b></p>	Oct3 -Nov 9th
<b>NOV</b>	<ul style="list-style-type: none"> <li>● In Person Assessments continue</li> <li>● Collection of additional evidence and artifacts</li> <li>● Upload of additional evidence and artifacts</li> </ul> <p><b>All Lesson Plans, SLOs/SOOs and PGGs must all be Approved by November 23rd</b></p>	Nov 23rd	<ul style="list-style-type: none"> <li>● Formal Observations continue Begin</li> <li>● Collection of additional evidence and artifacts</li> <li>● Upload of additional evidence and artifacts</li> </ul> <p><b>All Lesson Plans, SLOs/SOOs and PGGs must all be Approved by November 23rd</b></p>	Nov 23rd
<b>DEC</b>	<p>Complete</p> <ul style="list-style-type: none"> <li>● MOY Semester 1 Courses Only Continue                             <ul style="list-style-type: none"> <li>● In person assessments</li> <li>● Collection of additional evidence and artifacts</li> </ul> </li> <li>● Upload of additional evidence and artifacts</li> </ul>	Dec 1-23	<p>Complete</p> <ul style="list-style-type: none"> <li>● MOY Semester 1 Courses Only Continue</li> <li>● Formal/Informal Observations                             <ul style="list-style-type: none"> <li>● Collection of additional evidence and artifacts</li> </ul> </li> <li>● Upload of additional evidence and artifacts</li> </ul>	Dec 1-23
<b>JAN</b>	<p>Complete</p> <ul style="list-style-type: none"> <li>● In person assessments</li> <li>● Collection of additional evidence and artifacts</li> <li>● Upload of additional evidence and artifacts</li> </ul>	Jan 2-31	<p>Complete</p> <ul style="list-style-type: none"> <li>● Formal observations</li> <li>● Collection of additional evidence and artifacts</li> <li>● Upload of additional evidence and artifacts</li> </ul>	Jan 2-31

	<b>All In Person Assessments must be completed by Jan 31st</b>		<b>All Formal Observations must be completed by Jan 31st</b>	
<b>FEB</b>	<p>Complete</p> <ul style="list-style-type: none"> <li>• MOY</li> <li>• Scheduling of EOY Approve</li> <li>• SLO/SOO Semester 2 Courses Only Continue</li> <li>• Collection of additional evidence and artifacts</li> <li>• Upload of additional evidence and artifacts</li> </ul> <p><b>All MOYS for year long courses must be completed by Feb 28th</b></p>	Feb 1-28	<p>Complete</p> <ul style="list-style-type: none"> <li>• MOY</li> <li>• Scheduling of EOY Approve</li> <li>• SLO/SOO Semester 2 Courses Only Continue</li> <li>• Collection of additional evidence and artifacts</li> <li>• Upload of additional evidence and artifacts</li> </ul> <p><b>All MOYS for year long courses must be completed by Feb 28th</b></p>	Feb 1-28
<b>MAR</b>	<p>Continue</p> <ul style="list-style-type: none"> <li>• Collection of additional evidence and artifacts</li> <li>• Upload of additional evidence and artifacts</li> </ul>	March 1-31	<p>Continue</p> <ul style="list-style-type: none"> <li>• Informal Obs</li> <li>• Collection of additional evidence and artifacts</li> <li>• Upload of additional evidence and artifacts</li> </ul>	March 1-31
<b>APRIL</b>	<p>Begin</p> <ul style="list-style-type: none"> <li>• MOY Semester 2 Only (if applicable)</li> <li>• Gather/Review /Analyze PGG/ SLO Data in prep for EOY Complete</li> <li>• Informal assessments</li> <li>• MOY Semester 2 Only (if applicable) Continue</li> <li>• Collection of additional evidence and artifacts</li> <li>• Upload of additional evidence and artifacts</li> </ul>	April 3-28	<p>Begin</p> <ul style="list-style-type: none"> <li>• MOY Semester 2 Courses Only</li> <li>• Gather/Review /Analyze PGG/ SLO Data in prep for EOY Complete</li> <li>• Informal observations</li> <li>• MOY Semester 2 Courses Only Continue</li> <li>• Collection of additional evidence and artifacts</li> <li>• Upload of additional evidence and artifacts</li> </ul>	April 3-28
<b>MAY</b>	<p>Begin</p> <ul style="list-style-type: none"> <li>• EOY</li> </ul> <p>Continue</p> <ul style="list-style-type: none"> <li>• Collection of additional evidence and artifacts</li> <li>• Upload of additional evidence and artifacts</li> </ul> <p><b>All informal assessments must be completed by May 15, 2017</b></p>	May 1-31	<p>Begin</p> <ul style="list-style-type: none"> <li>• EOY</li> </ul> <p>Continue</p> <ul style="list-style-type: none"> <li>• Collection of additional evidence and artifacts</li> <li>• Upload of additional evidence and artifacts</li> </ul> <p><b>All informal observations must be completed by May 15, 2017</b></p>	May 1-31
<b>JUNE</b>	<p>Complete EOY</p> <p><b>All Final Effectiveness Ratings must be shared with Support Professionals and HR by June 12</b></p>	<b>June 12</b>	<p>Complete EOY</p> <p><b>All Final Effectiveness Ratings must be shared with Teachers and HR by June 12</b></p>	<b>June 12</b>

	<ul style="list-style-type: none"> <li>• Upload of additional evidence and artifacts <ul style="list-style-type: none"> <li>• Final Ratings/ Review/Finalize Professional Growth Plan and PD/Planning for Next SYR</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Upload of additional evidence and artifacts <ul style="list-style-type: none"> <li>• Final Ratings/ Review/Finalize Professional Growth Plan and PD/Planning for Next SYR</li> </ul> </li> </ul>	
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## TEACHER & SUPPORT PROFESSIONALS EVALUATION IMPLEMENTATION GUIDELINES

### CYCLICAL

<b>What is a cyclical model?</b>	Any teacher who obtains or earns a rating of "highly effective," or a number "4," or any equivalent thereof shall, subsequent to such evaluation, be evaluated not more than once every three years thereafter. Any teacher who obtains or earns a rating of "effective," or a number "3," or any equivalent thereof shall, subsequent to such evaluation, be evaluated not more than once every two years thereafter."
<b>Who is approved to participate in a cyclical model?</b>	Only tenured Highly Effective (HE) and Effective (E) teachers can participate in the cyclical model.
<b>When will Highly Effective Teachers be evaluated?</b>	Tenured teachers who receive a highly effective rating will not be evaluated for three full years. Their evaluation process will begin at the start of the fourth year.
<b>When will Effective Teachers be evaluated?</b>	Tenured teachers who receive an effective rating will not be evaluated for two full years. Their evaluation process will begin at the start of the third year.
<b>What will be required of teachers who are HE and E in between cycles?</b>	HE and E teachers must participate in at least one conference (i.e. BOY). The development of SLO's and PGG's is not required during non-evaluation years. However, this does not preclude nor exclude those teachers from participating in looking at student work, assessing student data, using data to drive instruction, etc., while supporting the goals identified by the Principal in the SIP.
<b>Who else is evaluated?</b>	Those who fall into the following groups must be evaluated: <ul style="list-style-type: none"> <li>• All teachers who were supposed to be evaluated, but did not receive a final effectiveness rating in the previous school year, regardless of tenure status</li> <li>• Teachers who are non-tenured</li> <li>• All teachers who received an "I" (1) or "D" (2) in the previous year of teaching</li> <li>• All teachers who are teaching under a certificate that is different from the one used in the previous teaching year</li> </ul>

### PROFESSIONAL LEARNING

<b>What role does professional learning play in evaluation?</b>	Professional learning is vital for growth and development for every professional. The best opportunities are those in which there is opportunity for teachers to invest in their own
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	learning. Teachers are encouraged to seek opportunities to meet with colleagues to share, learn, plan, and reflect.
<b>What types of online professional learning are available to me?</b>	In addition to school-based and district professional learning, the MyLearningPlan PDMS offers a suite of online courses geared towards increasing the teacher and evaluator's knowledge of the Standards and Domains.

### **THE SUPPORT PROFESSIONALS (SP) EVALUATION PROCESS**

<b>Which Evaluation Model will be used to evaluate PPSD Support Professionals?</b>	Support Professionals are evaluated using the RIIC Support Professionals Evaluation Model. The Support Professionals' Rubric and supporting documents are available at <a href="http://www.providenceschools.org">www.providenceschools.org</a> under Support Professionals evaluation.
<b>How does the evaluation process for SPs differ from that of teachers?</b>	The rubric/process used for the evaluation of support professionals and that used for teachers is almost identical. It differs slightly from the rubric/process used to evaluate teachers and administrators in that there is no formal or informal observation. Instead, there is an in-person assessment. However, all guidelines regarding BOY, MOY, EOY, Lesson, PGG and SLO/SOO activities are the same. Please see the Teacher Evaluation Process below.

#### **IN-PERSON ASSESSMENTS**

<b>What is the In-Person Assessment?</b>	In-Person Assessments are used as part of the evaluation process for SPs. During the in-person assessment, the SP has the opportunity to show the evaluator what s/he does as part of his/her responsibilities and both the evaluator and educator participate in a collegial conversation regarding the evidence that has been presented, and further support, etc., that might be required.
<b>How many In-Person Assessments are required?</b>	At least one In-Person Assessment is required, however, in most cases, the evaluator and educator may have to schedule multiple in-person assessments.
<b>How else can evidence be gathered?</b>	In addition to in-person assessments, evaluators may collect evidence from day-to-day interactions.

### **THE TEACHER EVALUATION PROCESS**

#### **THE BEGINNING OF YEAR CONFERENCE (BOY)**

<b>Why is the BOY important?</b>	The BOY provides the Educator and Evaluator time to discuss the Educator's plans for the PGG and SLO/SOO as well as supports and guidance that s/he may require to be successful during the evaluation process. The Evaluator may clarify questions about the evaluation process. <b>The formal observation must be scheduled during the BOY.</b>
<b>What must the Educator bring to the BOY?</b>	The Educator must bring a draft/final PGG and SLO to the BOY as well as questions about the evaluation process.

#### **LESSON PLAN**

<b>When and how is the lesson plan submitted?</b>	The lesson plan must be submitted via MyLearningPlan by the due date. The lesson plan does not have to represent the
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	actual lesson that the Evaluator will observe during the formal observation.
<b>May I use a lesson plan that has been submitted and scored previously by myself or others?</b>	No. The lesson plan must be one that has not been previously submitted and scored as part of anyone's evaluation.
<b>When will the Educator receive scores for the lesson plan I have submitted?</b>	The Educator will receive his/her scores within 72 hours of the formal observation and prior to the post conference.
<b>Will there be an opportunity to discuss the scores for Standard 1 (lesson plan)?</b>	During the post conference, the evaluator and the Educator will discuss all scores provided for Standards 1-4.
<b>Will there be an opportunity for the Educator to resubmit or improve the lesson plan?</b>	The Educator will have two weeks after the post conference to resubmit the lesson plan or submit additional evidence of Standard 1.
<b>Does the lesson plan have to be presented to the evaluator before the formal can be scheduled and/or conducted?</b>	No. The lesson plan must be submitted by the due date, however it does not preclude the Evaluator from scheduling and completing the formal observation as the lesson plan <b>can, but does not</b> have to reflect the actual lesson that the Educator will be presenting during the formal observation.
<b>OBSERVATIONS</b>	
<b>Is a pre-observation conference required before the formal observation is conducted?</b>	A pre-observation conference is required before the formal observation can be conducted.
<b>What should the Educator present to the Evaluator prior to the pre-observation conference?</b>	The Educator must forward a short summary of the lesson that s/he will be presenting during the formal observation, at least 24 hours in advance of the conference. It is in the Educator's best interest to include enough information in the short summary to help the Evaluator understand what s/he will be observing that day. The summary should include the following at a minimum. <ul style="list-style-type: none"> <li>● <b>Objective-What do you want students to know and be able to do?</b></li> <li>● <b>Method-How will you teach the lesson? (Strategies/Approach, etc.)</b></li> <li>● <b>Assessment-How will you know if your objective has been met?</b></li> <li>● <b>Evaluation-How will you evaluate—not your students—but your own lesson?</b></li> </ul>
<b>Can informal observations occur before formal observations?</b>	The purpose of the informal observation is to gather additional evidence based on the feedback discussed during the post observation conference. Thus, no, the informal observation cannot be completed before formal observation has been completed and its results have been discussed in the post conference.
<b>How long will the observations last?</b>	Formal observations will last from 30-90 minutes. Informal observations will last a minimum of 10 minutes.
<b>When should the aligned (and scored) evidence be provided to the Educator?</b>	The aligned (and scored) evidence should be submitted to the Educator no more than 72 hours after the formal observation has been completed. However, it cannot be shared until the Evaluator has received and scored the self-reflection.
<b>When should the reflection be submitted to the Evaluator?</b>	The teacher self-reflection should be submitted to the Evaluator no more than 24 hours after the formal

	observation has been completed. Once the Evaluator has received and scored the reflection and all pertinent components from the formal observation, s/he can share his/her scores.
<b>When should the teacher be able to view the Evaluator's scores?</b>	Once the Evaluator has shared his/her scores, the teacher may submit self-scores. Once the teacher submits his/her self-scores, s/he will be able to view both sets of scores-his/hers as well as the Evaluator's.
<b>When should the post-observation conference be held?</b>	The post-observation conference should be held no more than 48 hours after the Evaluator has received the teacher self-scores.
<b>Will the aligned/scored evidence be discussed during the post-observation conference this year?</b>	Yes, this year, after the formal observation, the Evaluator and the Educator must score the aligned evidence separately, and then they must meet to discuss the scores as part of the post-observation conference.
<b>How many informal observations can be conducted during the evaluation process?</b>	No fewer than 2 informal observations can be conducted. Evaluators may decide to conduct more, if more evidence is required.
<b>Will evidence collected during the informal observations be aligned and scored and submitted to the educator?</b>	The Evaluator must align and score evidence collected during each informal observation and submit it to the Educator.
<b>How soon after an informal observation is completed should aligned/scored evidence be provided to the Educator? Is there a post observation conference after each informal?</b>	Aligned/scored evidence should be submitted to the Educator no more than 72 hours after each informal observation is completed. There is no post-observation conference required after an informal observation.
<b>Will building administrators visit classrooms outside of the evaluation process?</b>	The Building Administrator serves as the instructional leader. Thus, s/he is always expected to visit classrooms regularly and conduct Walkthrus.
<b>The PPSD descriptors in the PPSD rubric are called "Standards" and "Domains". Why are two different words used to refer to the descriptors in the teacher evaluation rubric?</b>	We are using a hybrid rubric which consists of the RIIC rubric (Standards 1&4) and Charlotte Danielson's updated 2013 rubric (Domains 2 &3). Teachscape has acquired the rights to the Danielson rubric. Since both rubrics are copyrighted PPSD cannot alter the descriptors. So we will continue to use the following when referring to our RIIC/RIDE approved PPSD-specific rubric: <b>Standards 1 and 4 &amp; Domains 2 and 3</b>
<b>THE MIDDLE OF YEAR CONFERENCE (MOY)</b>	
<b>Why is the MOY important?</b>	The MOY provides the Educator and Evaluator the opportunity to review progress of the Educator's attainment of goals and student learning/outcome objectives, together. It is at this time that adjustments may be made to one or both SLO/SOO's if deemed necessary and appropriate according to RIDE criteria.
<b>What must the Educator bring to the MOY?</b>	Minimally, the Educator must bring his/her PGG and SLO/SOO evidence of progress to the MOY and be prepared to discuss progress, challenges, and/or adjustments that s/he feels should be made to the outcomes or objectives.
<b>Is the MOY timeline adjusted for those Educators who teach students in semester courses?</b>	Yes. Please refer to the MOY timeline (pg. 3) for Educators who teach students in semester courses.
<b>THE END OF YEAR CONFERENCE (EOY)</b>	

<b>Why is the EOY important?</b>	During the EOY, the Educator and the Evaluator review final results of attainment of the PGG and SLO as well as final overall effectiveness rating <b>against the rubric</b> . Together, the Educator and Evaluator discuss plans for improvement. The Educator must leave the EOY with a clear understanding of his/her final rating, how it was determined, and steps that s/he can take to improve in the upcoming school year.
<b>What must the Educator bring to the EOY?</b>	Please see EOY memo located at the Providence Schools Educator Evaluation website at <a href="http://www.providenceschools.org">www.providenceschools.org</a> .
<b>EVIDENCE COLLECTION</b>	
<b>How is evidence collected for Standard 1?</b>	The Evaluator collects evidence from the Educator's lesson plan.
<b>How is evidence collected for Dom 2 and 3?</b>	The Evaluator collects evidence from the formal and informal observations.
<b>How is evidence collected for Standard 4 (all)?</b>	The Evaluator collects evidence from the Educator's self-reflection, PGG, and other sources of evidence which the Educator feels will address Standard 4 (student communication logs, parent communication logs, professional learning community activities, etc.).
<b>What is evidence?</b>	Evidence is based in fact, not bias or opinion. Some examples of evidence include: <ul style="list-style-type: none"> <li>• <b>Statements by Teacher or Students:</b> "Could one person from each table collect materials?"</li> <li>• <b>Actions by Teacher or Students:</b> The teacher stands by the door, greeting students as they enter.</li> <li>• <b>Numeric information about time, student participation, resource use, etc.:</b> Three students of the eighteen offer nearly all of the comments during discussion.</li> <li>• <b>Features of the Classroom:</b> Student work is posted in the room.</li> </ul>
<b>THE PROFESSIONAL GROWTH GOAL (PGG)</b>	
<b>How many PGG's are required of each Educator?</b>	Each Educator is required to develop at least 1 PGG.
<b>What is the difference between PGG's and SLO's?</b>	PGG's specifically address Educators' growth and achievement. SLO's address Students' growth and achievement.
<b>Which Standard in the teacher evaluation rubric is used to assess the PGG?</b>	Standard 4.4.b-Evidence for approval of the PGG Standard 4.4.c –Evidence for attainment of the PGG
<b>What happens if the Educator fails to submit the PGG?</b>	The Educator will receive the lowest rating. This will affect the Educator's overall final rating.
<b>THE STUDENT OUTCOME OBJECTIVE (SOO)</b>	
<b>What is the Student Outcome Objective (SOO)?</b>	A SOO is a long-term goal that is focused on an outcome that increases access to learning or creates conditions that facilitate learning.

Where can I find the information that will provide me a deeper understanding of the SOO and help me to successfully navigate the SOO process?	The best source of information is in the Measures of Student Learning Guidebook for Support Professionals located on the RIDE website.
How will Support Professionals and other teachers for whom the SOO might be best, select the appropriate combination of SOO's and SLO's?	Support professionals and other teachers for whom the SOO might be best, will use the <i>Decision Tree</i> found in the RIDE <i>Measures for Student Learning Guidebook</i> to select the appropriate combination of SOO's and SLO's. <a href="#">Measures of Student Learning – TEACHER [PDF, 1MB]</a> <a href="#">Measures of Student Learning – SUPPORT PROFESSIONAL [PDF, 1MB]</a>
<b>THE STUDENT LEARNING OBJECTIVE (SLO)</b> <i>NOTE: All SLO guidance in this section applies to the SOO as well.</i>	
<b>SLO/SOO</b>	
What is a Student Learning/Outcome Objective (SLO)?	A SLO/SOO is a long-term academic goal set for groups of students.
Where can I find the information that will provide me a deeper understanding of the SLO and help me to successfully navigate the SLO process?	The best source of information is in the Measures of Student Learning Guidebook for Teachers located on the RIDE website.
What are the major components of the SLO?	The <b>major</b> components of the SLO are as follows: <ul style="list-style-type: none"> <li>● The student learning objective statement</li> <li>● The rationale</li> <li>● The baseline data</li> <li>● The targets</li> <li>● The evidence to support the level of attainment of the objective</li> </ul>
Should teachers work together to develop SLO's?	Yes, teachers of the same content and/or grade level are encouraged to work together to develop a common objective for each SLO. The targets for each teacher must be different because the makeup of the students in each teacher's class (es) is different. <b>Teachers must review and analyze student data first, to set targets.</b> Remember that one must account for all students in a class, group, course, etc.
Why is it necessary for SLO targets to be tiered?	Within each class, the needs of students may differ. To ensure that the needs of all students are addressed within a SLO, targets must be tiered.
How many student learning objectives am I required to complete?	Teachers and support professionals are required to complete <b>at least 2 student learning objectives/student outcome objectives.</b> This stands true for teachers who are teaching semesterized courses and yearlong courses. For example: <ul style="list-style-type: none"> <li>● Geometry yearlong= 2 objectives/outcomes/year</li> <li>● Geometry semester=2 objectives-1 each semester</li> </ul>
If I teach a semesterized course, can I use the same student learning objective for both semesters for the same course?	Yes, <b>but it will still count as just 1 SLO</b> because the <b>objective</b> hasn't changed and it is the same course. NOTE: If you choose to do this, you MUST write a different <b>objective</b> for your second SLO for the second semester.
<b>SLO/SOO ASSESSMENTS</b>	

<b>How will PPSD Teachers determine baseline, progress monitoring, and final assessment for the Student Learning/Outcome Objectives (SLO/SOO)?</b>	Teachers will use multiple measures for determination of baseline, progress monitoring and final assessment for the Student Learning/Outcome Objective (SLO/SOO).
<b>What will be the focus of the SLO for teachers who teach students math and/or reading in grades K and K-3?</b>	Educators who teach students, Math in grade K and/or Reading in grades K-3, will select one math and one ELA/Reading SLO.
<b>What will be the focus of the SLO for teachers who teach students mathematics and ELA?</b>	Educators who teach students, Math and ELA, will write math and ELA SLOs primarily.
<b>What will be the focus of the SLO for teachers who teach students foreign language and elective courses?</b>	Educators who teach students, Foreign language and Elective courses, may choose to write at least one Math or ELA related SLO if it is appropriate. Otherwise, Educators may write both SLO's related to their content area.
<b>What will be the focus of the SLO for teachers who teach students science and social studies?</b>	Educators who teach students, Science and Social Studies, are required to write one math or ELA SLO. The second SLO may be content related.
<b>Which assessments are available and acceptable for use with the SLO/SOO process for teachers?</b>	Currently, PPSD is working diligently to develop district common assessments which provide baseline data and include benchmarks. Until these common assessments become available, teachers, especially those teaching in the same grade level and/or content area (and no assessment is available), must work together to develop common assessments and/or use assessments that are appropriate for use with SLO/SOO and are available at the school. Furthermore, teachers must use strategies and protocols for scoring that include more than one teacher.
<b>May teachers score their own assessments?</b>	Teachers shall not score their own assessments that are used for SLO's without approval from the Evaluator.
<b>How must the Educator report the final results of the SLO/SOO?</b>	The Educator must report the final results in such a way that s/he is able to prove the level of attainment of the objective using the scoring guide below.
<b>SLO/SOO TARGETS. APPROVAL, SCORING, RATING</b>	
<b>What SLO/SLO Scoring Guide will PPSD use to determine final results (level of attainment) at the EOY?</b>	The PPSD SLO/SOO Scoring Guide is as follows: <ul style="list-style-type: none"> <li>● <b>EXCEEDED</b>-Final results are 10% or more above the target.</li> <li>● <b>MET</b>-Final results are less than or equal to 5% away from the target.</li> <li>● <b>NEARLY MET</b>-Final results are greater than 5% but less than or equal to 10% away from the target.</li> <li>● <b>NOT MET</b>-Final results are more than 10% away from the target.</li> </ul>
<b>What should be the focus of the SLO?</b>	With few exceptions, the teacher's SLO's must be related to the administrator's SLO's (which must be related to the District's goals). Overall, the SLO foci must be ELA and/or Math. Exceptions may include Educators who do not teach students Math and ELA and/or Educators who teach students elective courses. In some cases, schools may choose to adopt at least one schoolwide (cross-content) SLO.
<b>Which tool will be used to approve the SLO?</b>	PPSD will use RIDE's Student Learning Objective Quality Review Tool to approve SLO's. It can be located on the RIDE

	<p>website. See the last page of this handbook for the hyperlinked address. <b>Note: All 3 sections of the <a href="#">RIDE Student Learning Objective Quality Review Tool</a> or <a href="#">RIDE Student Outcome Objective Quality Review Tool</a> must meet approval (Yes) to gain full SLO approval.</b></p>
<p><b>Who developed the formula that is used to determine the final SLO rating and the matrix that is used to determine the final effectiveness rating (FER) for Educators that is reported to RIDE?</b></p>	<p>The formula and Matrix were designed by RIDE. All RI districts (Innovation Districts included) must use RIDE’s formula for determining the final SLO rating (SLR) that is reported to RIDE. Once the SLR is determined, it is plotted into the RIDE Matrix to determine the Final Effectiveness Rating that is reported to RIDE.</p>
<p><b>Is the SLO timeline adjusted for those Educators who teach students in semester courses?</b></p>	<p>Yes. Please refer to the timeline to review info for Educators who teach students in semester courses, as well as the SLO deadline as it differs from that of those teachers who teach full year courses.</p>
<p><b>What happens if an Educator fails to submit SLO?</b></p>	<p>The Educator will receive the lowest rating. This will affect the Educator’s overall final rating.</p>
<p><b>Where can I find more information about SLO’s and SOO’s?</b></p>	<p>The best source of information is on the RIDE website. The link is located on the last page of this document.</p>
<p><b>STUDENT ATTENDANCE &amp; THE SLO/SOO (FULL YEAR/SEMESTER COURSES)</b></p>	
<p><b>I teach full year courses and I have a few students who have been out of school more than 20 days. I am doing everything I can by myself and collaboratively to get my chronically absent students either back to school and/or back on track for regular attendance. I fear, however, that their lack of attendance may jeopardize my SLO results. What can I do?</b></p>	<p>This should be discussed at the MOY. Prior to the EOY, when the Educator submits his/her final SLO/SOO data, s/he should include two data sets: one that includes the results of this group of students and one that does not. The Evaluator will be required to analyze and confirm results and select the data set that is most favorable, as long as the Educator has produced satisfactory evidence that that s/he is working individually (send letters, make phone calls, etc.) and collaboratively with others (family, guidance, TST, targeted team, assistant principal, community liaison, child advocate, mentor, truant officer, etc.), to encourage these students to attend school and class regularly.</p>
<p><b>I teach semester courses and I have a few students who have been out of school more than 10 days. I am doing everything I can by myself and collaboratively to help these students return to school or back on track for regular attendance. But I fear that their lack of attendance may jeopardize my SLO results. What can I do?</b></p>	<p>This should be discussed at the MOY. Prior to the EOY, when the Educator submits his/her final SLO/SOO data, s/he should include two data sets: one that includes the results of this group of students and one that does not. The Evaluator will be required to analyze and confirm these results and select the data set that is most favorable, as long as the Educator has produced satisfactory evidence that s/he is working individually (send letters, make phone calls, etc.) and collaboratively with others (family, guidance, TST, targeted team, assistant principal, community liaison, child advocate, mentor, truant officer, etc.), to encourage these students to attend school and class regularly.</p>

## SPECIAL EDUCATORS-INCLUSION/RESOURCE/ALTERNATE ASSESSMENT

<p><b>Will there be a specially designed rubric for Special Educators?</b></p>	<p>In most cases, the Educator Evaluation Rubric, Danielson Option 2013 will be utilized in its entirety for Special Educators. In some cases where a Special Educator is not teaching in a public school and is working as a transition teacher or a special education specialist other considerations may apply.</p>
<p><b>Special education teachers provide instruction in a variety of settings. How can the current rubric be applied appropriately when evaluating teachers who work in/with:</b></p> <ul style="list-style-type: none"> <li>● Inclusion classrooms</li> <li>● Students with severe disabilities on alternate assessment (i.e. non-verbal, medically fragile, visually or hearing impaired)</li> <li>● Resource classrooms</li> </ul>	<p>It is recommended that the Special Educator clearly describe to the Evaluator the unique circumstances in the classroom setting where they will be observed. This can be done in the short summary or, although it is not mandated, during a pre-conference meeting (recommended) to explain to the Evaluator how the components and indicators are addressed in the specific instructional setting in which they s/he being observed. During a pre-conference, the Special Educator and Evaluator may have a thorough discussion regarding how the components of the rubric apply to a Special Educator’s unique instructional settings.</p>
<p><b>What are some important questions that could be discussed during a pre-conference or addressed in the summary?</b></p>	<p>Discussion questions may include:</p> <ul style="list-style-type: none"> <li>● What do I bring to the classroom that would not be present otherwise?</li> <li>● In what ways do I plan with the regular Educator? How does the Special Educator plan using data?</li> <li>● What strategies or modifications will I bring to the classroom?</li> <li>● Which indicators and components are addressed and what will they look like in the specific setting?</li> <li>● Are my lessons planned in a way that fulfills the goals and objectives of multiple IEPs?</li> </ul>
<p><b>What are some of the responsibilities of the Evaluator in preparing for the evaluation of Special Educators?</b></p>	<p>It is important for Evaluators to be familiar with the unique needs of the students and the structure of the classroom settings when observing special educators. Evaluators should also be familiar with Federal and State Special Education requirements. Evaluators who are not should contact the Special Education Administrator for further assistance with these requirements. Additionally, an informal classroom visit might be helpful in advance of the required observation.</p>
<p><b>Will Special Educators be required to create artificial settings or perform in an atypical manner to meet the criteria of the evaluation model?</b></p>	<p>No. Each Special Educator will be evaluated based on their practice and the manner in which he/she instructs their students and rated against the criteria in the evaluation Rubric.</p>
<p><b>During the observation of an inclusion setting (co-teaching), is the expectation that only one teacher will be allowed to speak?</b></p>	<p>No. In a co-teaching model, two or more Educators are expected to share the responsibility for teaching some or all</p>

	<p>of the students assigned to a classroom. This means that the responsibility for planning, instruction, and evaluation for a classroom of students is distributed amongst all Educators involved. Therefore asking one teacher not to share or be part of the lesson would create an artificial setting or an atypical experience.</p>
<p><b>How will the inclusion Special Educator be evaluated if he/she is not the lead teacher during his/her own observations?</b></p>	<p>The Special Educator will be evaluated based on his/her role during that period and indicators may be adapted as necessary by the evaluator.</p>
<p><b>Must the inclusion Special Educator who is not content certified at the secondary level in a content area have to present, lead or teach instructional content during the observation?</b></p>	<p>The indicators in Domains 2 &amp; 3 are based on instructional techniques that could apply and be adapted to any teacher and in any instructional content. Therefore, as it concerns Classroom Environment and Managing Classroom Behaviors, the Special Educator should be evaluated on his/ role in relation to Domain 2 &amp; 3.</p> <ul style="list-style-type: none"> <li>● To help meet students' needs, a Special Educator may work alongside a general education teacher in an inclusion classroom. The role of a Special Education in such an arrangement may vary according to the needs of individual students.</li> <li>● The amount of actual instruction a Special Educator gives in an inclusion classroom varies. In some inclusion classrooms, the two teachers take turns presenting lessons. This may be done on a daily basis, with each teacher taking a portion of the lesson, or the Special Educator may teach the class one or two days a week.</li> <li>● When not teaching the entire class, the Special Educator may sit beside students and provide one-on-one help or additional instruction.</li> </ul> <p>The Special Educator may not be in the inclusion classroom every day, unless a student's needs require it.</p>
<p><b>If feedback from students is an indicator that the Evaluator is looking for as part of the observation, how will the Special Educator be evaluated if the students are unable to respond orally or in writing?</b></p>	<p>The descriptors should be discussed and adapted to fit student modes of communication prior to the observation.</p>
<p><b>What might instructional planning look like for a secondary inclusion teacher?</b></p>	<p>Special Educator develops lesson plans that denote specific groups based on subject, specific skill develop and/or the ability to maximize the learning for all students.</p> <ul style="list-style-type: none"> <li>● Lesson plans may include grouping instruction for remediation, maintenance and enrichment of skills.</li> </ul>



	<ul style="list-style-type: none"> <li>● Lesson objectives are clearly scaffolded to build on prior knowledge and provide different levels of learning to specific student need.</li> </ul>
<p><b>What should an Evaluator expect to see in an inclusion classroom with regards to questioning of students?</b></p>	<ul style="list-style-type: none"> <li>● Special Educator follows up with individual students or small groups of students to ask additional clarifying questions and scaffold student thinking.</li> <li>● Special Educator structures questions for individuals or groups to engage in appropriate levels of rigorous problem solving.</li> <li>● The Special Educator knows his/her students so well that there is an exchange that gets at what the student knows to a greater degree. Students are able to generate questions that lead to further inquiry and self-directed learning.</li> <li>● Questioning may be within the parameters of the curriculum and all questions will depend on the objective of the lessons.</li> </ul>
<p><b>What might an Evaluator expect of the Special Educator as s/he actively works to develop higher order thinking skills in students?</b></p>	<p>Teacher questions are varied and high quality, providing a mix of question types such as:</p> <ul style="list-style-type: none"> <li>● What is another way you might?</li> <li>● What would it look like if?</li> <li>● What was different from?</li> </ul> <p>Students ask questions such as:</p> <ul style="list-style-type: none"> <li>● Is this problem correct?</li> <li>● Could you show me the correct way?</li> <li>● How else could I do this?</li> <li>● What does this mean?</li> </ul>
<p><b>RETIREMENTS &amp; EXTENDED ABSENCES</b></p>	
<p><b>Will teachers who are retiring receive a final effectiveness rating (FER) at the end of that school year?</b></p>	<p>The evaluation process for any PPSD teacher who has submitted a formal letter of resignation to Human Resources, of a pending retirement, will end once the evaluator has been notified by HR. Thus, no FER will be available for that teacher at the end of that school year.</p>
<p><b>Will teachers who are on extended leave and who will not be in school for 135 days, receive a final effectiveness rating (FER) at the end of that school year?</b></p>	<p>Evaluations for PPSD teachers, who are on extended leave at some point during the school year, and who will not work at least 135 days (RIDE), may not be completed. Thus, no FER may be available for that teacher at the end of that school year.</p>
<p><b>Will teachers who are on extended leave and who will not return in time to complete the evaluation</b></p>	<p>Evaluations for teachers who are on extended leave and who will not return in time to complete the evaluation process,</p>

process, receive a final effectiveness rating (FER) at the end of that school year?	will not be completed. Thus no FER will be available for that teacher at the end of that school year.
How will RIDE receive information regarding those who will not receive an FER and the reason?	At the end of the school year, each Principal will report this information to the Office of Performance Management on a RIDE-generated spreadsheet. Once all schools have reported, this spreadsheet will be forwarded to RIDE.
Will teachers who do not receive an FER at the end of the school year be evaluated in the year of their return?	Yes, they will be evaluated fully the year they return.
Will teachers who change their roles and/or certs be evaluated in the subsequent year?	Yes, they will be evaluated fully in the subsequent year.
<b>LONG TERM SUBSTITUTE IN POOL (LTSP) /LONG TERM SUBSTITUTE (LTS)</b>	
Will LTS/LTSP's be evaluated using the teacher evaluation process?	No, only full time regular teachers "R" will be evaluated using the teacher evaluation process.
What are the performance level descriptors?	The descriptors are Highly effective, Effective, Developing, and Ineffective.

## Glossary of Terms

TERM	EXPLANATION
RIIC	<b>Rhode Island Innovation Consortium</b> -consists of the following districts: <i>Central Falls, Cranston, Pawtucket, Providence, West Warwick, Woonsocket, Rhode Island Federation of Teachers and Health Professionals</i>
SLO	Student Learning Objective
SOO	Student Outcomes Objective
PGG	Professional Growth Goal
PGP	Professional Growth Plan
BOY	Beginning of Year Conference
MOY	Middle of Year Conference
EOY	End of Year Conference
MLP	My Learning Plan
MLP OASYS	<b>OASYS</b> is an online educator evaluation management tool
MLP PDMS	<b>PDMS</b> is an online educator professional development management tool
FFTPS	<b>Framework for Teaching Proficiency System</b> is the online evaluator training and certification tool
Rubric	A <b>rubric</b> is a scoring tool used to evaluate and assess performance against a set list of criteria and objectives. Rubrics can also be used to teach.
SP	<b>Support Professionals</b> -guidance counselors, school psychologists, speech pathologists, school social workers, librarians.

<b>TRAIN</b>	<b>Teacher Retention and Induction Network</b> -Includes PAR and TIP. These programs are designed to retain highly effective teachers in PPSD by providing supports to new & beginning teachers as well as teachers in need of evaluation support.
<b>PAR</b>	<b>Peer Assistance and Review</b> is designed to support teachers who are in need of support tailored to improve their performance as measured by the evaluation process.
<b>TIP</b>	<b>Teacher Induction Program</b> is designed to help new and beginning teachers become highly skilled and effective professionals in the classroom.
<b>CT</b>	<b>Consulting Teachers</b> serve as coaches and mentors to veteran teachers in PAR and to new and beginning teachers in TIP.
<b>BA</b>	<b>Building Administrator</b>

## Resources

<b>RESOURCE</b>	<b>LOCATION</b>
PPSD Educator Evaluation Web Page	<a href="http://www.providenceschools.org/Page/1706">http://www.providenceschools.org/Page/1706</a>
Peer Assistance and Review (PAR)	<a href="http://ppsdtrain.org">ppsdtrain.org</a>
RI Department of Education Evaluation Guidebooks for Administrators	<a href="#"><b>RI Model Evaluation and Support System Guidebook – BUILDING ADMINISTRATOR [PDF, 2.2MB]</b></a>
RI Department of Education Measures of Student Learning (SLO/SOO) Guidebooks	<a href="#"><b>Measures of Student Learning – TEACHER [PDF, 1MB]</b></a> <a href="#"><b>Measures of Student Learning – SUPPORT PROFESSIONAL [PDF, 1MB]</b></a> <a href="#"><b>RIDE Student Learning Objective Quality Review Tool</b></a> <a href="#"><b>RIDE Student Outcome Objective Quality Review Tool</b></a>
Online Modules/Resources Can be used by individuals, by small/large groups, and for whole faculty professional development.	<a href="#">Online Modules</a>
Revised Bloom's Taxonomy	<a href="http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf">http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf</a>
Providence Schools Framework for Effective Teaching	<a href="http://issuu.com/providenceschools/docs/providence_framework_final?e=4382911/2597020">http://issuu.com/providenceschools/docs/providence_framework_final?e=4382911/2597020</a>